DOCUMENT RESUME

ED 342 162 EC 300 921

AUTHOR Harper-Whalen, Susan; Spiegle-Mariska, Jan
TITLE Organizing the Special Preschool. Module 1.
INSTITUTION Montana Univ., Missoula. Div. of Educational Research and Services.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE 91
CONTRACT H024D00029
NOTE 56p.; A product fo the CO-TEACH Preschool Program.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Classroom Design; Classroom Environment; Classroom Techniques; *Disabilities; Early Intervention; *Educational Planning; *Instructional Materials; Interpersonal Communication; *Learning Centers (Classroom); Parent Teacher Cooperation; Preschool Education

ABSTRACT

The classroom teacher in preschool special education must focus attention in several areas in order to create a smoothly operating and effective classroom environment. Because most of the learning experiences provided for young children are dependent upon interaction witn materials, attention must first be given to purchasing and gathering materials. Communication among team members (including families) within the preschool environment must also be considered. The physical layout of the classroom is an important influence on behavior and learning. Proposed learning centers include a block play area, dramatic play area, trough and science area, large motor area, art area, writing area, and library/listening area. Classroom management strategies should be established to ensure a safe learning environment for young children. Appendices contain a checklist of things that need to be done before school starts, a preschool philosophy statement, child information sheet, weekly newsletter sample, sample daily classroom schedule, sample floor plan, and other administrative materials. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED342162

ORGANIZING THE SPECIAL PRESCHOOL

Module 1

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Richard
VanDenPol
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CO-TEACH Preschool Program
Division of Educational Research and Service
University of Montana
Missoula, Montana 59812
(406) 243-5344

Early Intervention Makes the Difference

EC 300921

BEST COPY AVAILABLE

Module #1: **ORGANIZING THE SPECIAL PRESCHOOL**

Susan Harper-Whalen
and
Jan Spiegle-Mariska

Illustration:
Sheila Anderson

ACKNOWLEDGMENTS

Effective early intervention with children who have special needs requires a team effort and the support and cooperation of many individuals and agencies.

Support by the Early Education Program for Children with Disabilities, U.S. Department of Education, is gratefully acknowledged. We also extend thanks to Dan McCarthy, Preschool Specialist, Montana State Office of Public Instruction, for his support and encouragement. And, to the families and children from whom we have learned so much, we offer our respect and gratitude.

Insightful editorial contributions were made to this manuscript by Sheila Anderson, Debbie Hansen, Barbara Keyworth, Linda Kron, Jean Martin, Kelly Moore, Shelley Neilson, Tane Walmsley, Tim Walmsley and Rick van den Pol.

Preparation of this manuscript was supported in part by Grant #H024D00029 from the Early Education Program for Children with Disabilities, Office of Special Education and Rehabilitation, U.S. Department of Education. Recipients of USDE grant funds are encouraged to express their professional opinions, however the opinions expressed herein do not necessarily reflect the position or policy of the federal sponsor and no official endorsement should be inferred.

Table of Contents

I. Philosophy and Purpose 1

II. Overview of the Module 1

III. Purchasing and Gathering Materials 2

IV. Materials List 4

V. Classroom Communication 7

VI. Physical Layout 13

VII. Setting Up the Learning Centers 15

A. Block Play Center 16

B. Dramatic Play Center 16

C. Trough Play Center 17

D. Science Center 17

E. Art Center 17

F. Library/Listening Center 18

G. Writing Center 18

H. Motor Play Center 18

I. Outdoor Play Center 19

VIII. Classroom Management Strategies. 20

IV. Summary. 23

X. Appendix

A. Checklist for "Before School Starts" 24

B. Play dough recipes 26

C. Directions for making blank books 27

D. Directions for making salt boxes 28

E. Sample preschool philosophy statement. 29
F. Sample preschool information sheet. 31
G. Sample child information sheet. 33
H. Emergency Information sheet. 35
I. Medical Information/Immunization Form. 36
J. Medications Information/Permission/Directions Form. . 37
K. Transportation Permission Form. 38
L. Teacher's Letter of Introduction. 39
M. Weekly Newsletter Sample. 40
N. Request for Materials Letter. 41
O. Sample Daily Classroom Schedule. 42
P. Sample Staff Schedule. 43
Q. Sample Parent Helper Schedule. 44
R. Visitor Log. 45
S. Daily Staff Assignments Schedule. 46
T. Incident Log. 47
U. Sample Picture/Word Card. 48
V. Sample of Learning Center Guidelines. 49
W. Sample Floor Plan. 50

ORGANIZING THE SPECIAL PRESCHOOL

Philosophy and Purpose

The first day of school can set the tone for the upcoming year in the preschool classroom. This initial time in school sends a message to the children, families and team members regarding the philosophy of the program, feelings of safety and security and a sense of organization and belonging. Of course, each teacher brings his/her own individual style to the classroom, but basing the teaching that goes on there on sound educational principles is important. The **planning** which occurs "behind the scenes" before children ever set foot in the classroom is of vital importance - it is the key factor in a smoothly operating classroom environment. For this reason, the appendix to this module begins with a checklist which focuses on "What needs to be done before school starts" (see Appendix, p. 24-25).

Overview of the Module

The classroom teacher beginning the school year in preschool special education must focus attention in several areas in order to create a smooth and effective transition into the school year. Because most of the learning experiences provided for young children are dependent upon interaction with materials, attention must first be given to purchasing and gathering materials. These materials should be selected with careful consideration of developmental appropriateness and safety.

Second, necessary paperwork must be generated relating specifically to communication among team members (including families) within the preschool environment. Good written communication and organization facilitates a link between family and school which is a critical component of effective early intervention. In addition, written communication within the classroom can help all team members understand schedules, routines, and the learning goals of the program.

Next, the physical layout of the classroom must be considered. Ecological arrangement of classroom space is one of the most important teaching tools; it influences the behaviors and learning that will take place throughout each day. In addition, concerns such as safety and least restrictiveness are addressed when an environment is created to encourage the greatest degree of independence possible for each child. In the best of preschool environments, the physical layout of the room is a classroom management tool to be changed and rearranged as the teacher begins to anticipate and circumvent possible problems by adjusting the physical environment. It is helpful to review student records before planning the physical layout of the classroom so that adjustments may be made for children's individual needs (i.e., wheelchair access, etc.).

Purchasing and Gathering Materials

Material selection for the early childhood classroom involves a planned process of decision making. Factors for selection should include consideration in each of the following areas:

1) An inventory of existing resources should be conducted. Resources within the school should be identified. For example, are manipulative materials available for rotation between your program and kindergarten classrooms? Can appropriate library books be checked out for an extended period of time?

2) Look for a balance of skill levels in the material you select. Children in your classroom will exhibit a wide range of development which dictates the need for materials that span fundamental to advanced skill levels in all developmental domains.

3) Material selection must also balance across developmental domains. A well balanced curriculum will include materials that target development of social interaction skills, self help skills, communication skills, academic readiness skills and functional fine and large motor skills.

4) Safety considerations for materials include attention to wash-ability and sturdiness. Avoid sharp corners on classroom furniture and any play materials with pieces small enough to pose a choking hazard.

5) Look for equipment with multiple uses. For instance, low, movable shelves can serve as room dividers as well as storage areas. A child-sized cabinet in the dramatic play area can hold dishes for housekeeping or a cash register for the "grocery store."

6) Consult a variety of local outlets and school catalogs to compare material costs and selection. Pay attention to shipping fees and projected delivery dates.

7) Consider community resources for materials that can be built or donated. Contact service organizations such as Lion's Club, the Retired Senior Volunteer Program (R.S.V.P.), Boy and Girl Scout Organizations, 4-H Groups, fraternity and sorority houses, etc., for donations or assistance. Many community organizations will take on extended service projects to community based school programs. Gather bookmaking materials from wallpaper stores, boxes from appliance stores, paper scraps from book binding companies, end rolls of newsprint from newspaper publishers, etc.

8) Utilize family resources. The families of children in your program can save materials such as margarine containers, egg cartons, and tissue rolls. They also may be willing to donate time and skills for carpentry or material preparation.

Recommended Materials for a Developmentally Appropriate Special Education Preschool Classroom

MATERIALS TO PURCHASE

Furniture
divider shelves
chalk board (hung at child height)
child sized tables and chairs (wheelchair accessible)
child sized book shelf
adaptive chairs, pads, straps, etc.
mirrors (to be hung at child height)
storage lockers for each child
small couch for library or "quiet" area
area rugs or carpets
bulletin boards
potty chairs
diaper changing table

Sensory-motor materials
table (trough) for water/sand/seed play

rhythm instruments (symbols, drums, xylophone, etc.)
records/tapes which emphasize listening and movement
assorted pouring/measuring cups for sand or water play
water wheel for water trough play
woodworking bench
record player
clay

Social-dramatic play materials (A more extensive list is provided under the "Dramatic Play" section of this module, page 16.)
kitchen props: stove, refrigerator, sink, dishes, etc.
dolls, clothes (Look for doll clothes with a variety of easy fasteners such as velcro, large buttons and elastic.)

Academic readiness materials
one inch sized cube blocks in a variety of colors
parquetry blocks and patterns
stacking cups
assorted writing tools
blank books (see Appendix, p. 27)
salt boxes (see Appendix, p. 28)
number and letter games
picture cards

Manipulatives
puzzles of varied complexity
tinker toys
peg boards and pegs
one inch sized beads for stringing

Art materials
easels (adjustable height for wheelchair access)
paints (tempera, water-color and finger paints)
crayons (varied sizes, some with adaptive bulb-shaped handles)
water-color markers
non-toxic glue and glue sticks
blunt scissors and "squissors" (adaptive scissors)
assortment of paper in various colors and sizes

Science materials
magnets
magnifying glasses
balance scale
planting supplies
collections (sea shells, seeds, rocks, etc.)

Computer materials
computer
software which focuses on preschool academic skill building and on computer skill acquisition (almost all Children's Television Workshop programs are a good, inexpensive start)

Block play materials
unit blocks
snap-together blocks
supportive props (toy vehicles, plastic or wooden animal and people figures, toy traffic signs)
large hollow blocks

Library materials
range of books (A more extensive list is provided under "Library Listening Centers", page 17.)
tape recorder and headphones
story tapes (self-recorded or purchased)
floor pillows
flannel board and flannel board stories

Outdoor play materials
balls (tennis, playground, "nerf", beach balls)
wheeled toys (tricycles, wagons, adaptive tricycles)
sand-box toys
hula hoops
jump ropes

Miscellaneous materials
Disinfectant for play materials: Mix solution of 2 tablespoons chlorine bleach and one gallon water. Spray on and wipe down all play materials weekly (or as needed). Let air dry. Be sure to store cleaners safely. Never allow chlorine bleach to mix with ammonia, for example, in window spray containers.

MATERIALS TO GATHER

Multipurpose materials
felt
sandpaper
wallpaper
buttons
bolts, nuts, washers
string and yarn
beans
gravel
tissue rolls
sequins
gift wrapping paper
spools
popsicle sticks
rice
sand
macaroni (various shapes)
feathers

Containers
egg cartons
margarine tubs
cans (juice, coffee, etc.)
milk cartons (various sizes)
assorted boxes (checkbook boxes, matchbook boxes, shoe boxes with lids, round oatmeal boxes, refrigerator boxes, etc.)

Picture sources
magazines
posters
old books
catalogs
greeting cards

Dramatic play materials (A more extensive list, categorized by theme, is provided under the "Learning Centers: "Dramatic Play" section, page 16).

hats, purses, wigs, shoes, neckties, etc.
"dress up" clothing with sturdy, large and small fasteners
jewelry (large beads, earrings, bracelets)

Learning center materials
paint smocks (old shirts with large buttons or velcro closures)

MATERIALS TO MAKE
playdough (see Appendix, p. 26)
blank books (see Appendix, p. 27)
salt boxes (see Appendix, p. 28)
classroom calendar
classroom helper chart
colored/dyed macaroni

Classroom Communication

Communication within the preschool special education classroom can be divided into three broad categories. These include communication with families and team members prior to the start of the school year, communication during the school year, and written information posted in the classroom. Together, these communication systems work to insure the best possible program for each child by recognizing the importance of communication with all team members. Each involved adult (administrators, classroom aids, families/parents, ancillary personnel, etc.) can better serve a child's needs when they are included, informed and listened to through effective intra-team

communication.

A great deal of this communication occurs through "paperwork." Written documents can help the classroom teacher systematically gather, as well as give information to other team members. This type of paperwork, though labor intensive, is very meaningful. For this reason, many suggested forms and written examples are offered in the appendix for your use or adaptation.

The teacher must also utilize other forms of effective communication including phone calls, home visits, informal visits at arrival and departure times, and scheduled conferences. The needs and preferences of families and other team members must be considered on an individual basis. Communication with some families might be most productive through evening phone calls; others may respond best to regular notes that circulate between home and school, while another family might prefer informal visiting time in their home.

Communication prior to the school year. Written communication forms can be effective in establishing initial contact among team members. Many times, doubt or concerns can be avoided through clear communication of classroom philosophy and organization. These forms (examples of each are included in the appendix) include:

1) A statement of philosophy which includes the teacher's comments regarding his/her role in the classroom, teaching methods to be used and behavior guidelines (see Appendix, pp. 29-30).

2) A preschool information sheet which states preschool

arrival and departure times, school holidays throughout the year, classroom policies including "who to call" if your child will not be in school, and an open invitation to families and all team members for classroom visits (see Appendix, pp. 31-32).

3) A child information survey form which solicits information from parents and other specialists regarding a child's interests, likes and dislikes, favorite stories or songs, names of friends and siblings, preferred learning styles, behavior management techniques, etc. (see Appendix, pp. 33-34).

4) Health and safety information sheets including an emergency contact name and phone number in the event that the parents/family cannot be reached, medical information including reference to any allergies, and a permission slip which designates adults approved to pick up and transport the child (see Appendix, pp. 35-38).

5) An informal letter of introduction and a photograph of the teacher(s) in the classroom can assist children in developing a sense of enthusiasm and familiarity prior to the first day of school. This letter might also include your phone number inviting a more personal type of communication, the next step in developing a teacher/child/family partnership (see Appendix, pg. 39).

6) Scheduled classroom visits for families and other team members constitute an additional form of communication that can help to facilitate transitions into your program. Families can be invited to schedule a 30 to 45 minute classroom visit during the week before school starts. Parents and teachers can

informally discuss school year expectations while touring the classroom. Children are allowed a one-on-one time to become briefly acquainted with the classroom and the teacher, making the first day of school a bit easier for all involved. In addition, the teacher can extend an invitation for support personnel to stop by the classroom to become familiar with its layout and schedule.

Communication During the School Year. Communication during the school year can be facilitated in a number of effective ways:

1) Weekly newsletters are a simple, systematic tool for sharing classroom information with families and support personnel. These newsletters include a description of the upcoming week's theme and daily activities. Special events like field trips and open house evenings can be described. Weekly activities that require family input (like "show and tell") or a request for baby pictures can be highlighted.

Parent-child communication is aided as parents use the information in the weekly newsletter to give their child both a preview and a review of the day's activities. The opportunity for integration of services is enhanced when support staff also receive and benefit from these weekly outlines (see Appendix, p. 40).

2) Special requests for assistance may also be circulated throughout the school year. Requests for household "treasures" can greatly supplement classroom materials. In addition, requests can be made for volunteers within the classroom or for special activities (see Appendix, p. 41).

3)Home/school notebooks can enhance the day-to-day teaming of teachers and families. Notebooks might include forms to record health related details 1+2Xike food/liquid consumption as well as a checklist to indicate a child's daily progress. Other teams simply prefer a blank spiral notebook for recording narrative data describing a child's favorite activity at school that day or requesting help in locating a lost pair of mittens.

Classroom Postings. A great deal of classroom preparation and communication takes place "behind the scenes". Once the school day begins, every moment is a teaching opportunity and the teacher's focus must, of necessity, be on the children. For educational as well as safety reasons, interruptions in the day should be minimal. Written statements and information posted around the classroom can facilitate a smooth team effort with few distractions.

An entry area bulletin board can focus on parent information as well as general classroom routines for ancillary staff. It might include the following:

1) Classroom schedules assist all visitors upon entry to your classroom. Of course, any schedule for young children must maintain some flexibility. The schedule can outline a "typical day" including time frames and a description of each activity (see Appendix, p. 42).

2) A staffing schedule should outline the work schedule of each classroom assistant and ancillary staff member that will be in the classroom on a regular basis. Preschool classrooms should offer a posted notice of all scheduled employees so that parents

and all team members know who will be in the classroom at any given time (see Appendix, p. 43).

3) A parent helper schedule should also be posted for the same reasons (see Appendix, p. 44).

4) A visitor log should also be prominently displayed to record the presence of all additional visitors to the classroom. Name, date, time and agency represented (if applicable) should be recorded (see Appendix, p. 45).

In addition to an entry information area, staff members need a central location for written communication. Clearly understood routines and job assignments (as well as easy access to recording sheets) alleviate interruptions and help teachers maximize their "time on task". Forms which may help include:

1) A chart which shows daily staff schedules and assignments for routine tasks. Teacher assistants can refer to this chart as job clarification needs arise (see Appendix, p. 46).

2) A classroom injury log, checklists, and anecdotal record sheets should be easily accessible and in a consistent location to facilitate record keeping. Confidentiality can be maintained by including a cover sheet on record logs (see Appendix, p. 47).

Finally, classroom postings can serve to focus administrators, staff and visitors on educational goals when program objectives and management techniques are outlined and posted:

1) Child directed picture/word cards displayed in the classroom can communicate effectively to children. Picture labels posted on shelves can help children return materials appropriately after use. Larger pictures displayed in learning centers can help children identify and locate activities throughout the room (see Appendix, p. 48).

2) Adult focused guidelines can be effective in enhancing team consistency as well as informing other professionals of the important learning that takes place in the preschool environment. Goals for each learning center can be displayed to describe integrated learning opportunities possible within each play activity. Specific guidance techniques can also be posted to help insure teaching consistency (see Appendix, p. 49).

Physical Layout

Classroom arrangement is the physical translation of theory into practice. The environment of the early childhood classroom will influence the behaviors of the children and adults involved. The attention a teacher pays to the classroom's physical setting can make even a "less than ideal" space an exciting learning environment for young children and all team members.

Several general guidelines should be considered when developing initial room arrangement plans. A floor plan sketch is an effective planning tool in this process (see Appendix, p. 50). Keep in mind that room arrangement is a flexible teaching tool - it can (and should) change throughout the school year according to the changing needs of the children. Things to

consider:

1) Look for a separation of quiet and noisy play areas. For example, the library and writing center can exist side by side, while the block play and dramatic center might be best located at the opposite end of the room.

2) Develop clearly defined play areas. Low shelves, room dividers and movable carpets can be used to define centers. This clear definition assists children in becoming self directing by establishing boundaries and suggesting a theme for material use. For example, the inclusion of writing tools, paper and a table and chairs in a center suggests sitting down to write.

3) Create good pathways that invite children to safely explore the classroom without needing to "walk through" a tower being built in the block area. Pathways should be wide enough to create easy access for all.

4) Plan for the multiple use of space. For example, the whole group area ideally doubles as a block center since those two activities do not occur simultaneously. Tables located around the room can be used for snack as well as learning centers through the addition of materials.

5) Rotate centers and materials frequently. Present only a portion of your activities at one time to avoid over-stimulation and prevent boredom. The children themselves are the best "barometer" of the need for different, new, or more challenging materials.

Classroom schedule. Typical components of the early intervention preschool schedule include a daily greeting time, a

transition time (referred to as "social play"), "whole group" or "circle" time, learning centers, outdoor play, snack, toileting and one-to-one teaching and/or therapy opportunities. Specific room arrangement guidelines for each are offered below.

1) Greeting time: Locate a locker area and parent bulletin board near the outside entrance. Lockers should be labeled with each child's name and/or photograph. Floor space around the lockers should be large enough to avoid crowding.

2) Social play area: Locate within close proximity to greeting area to facilitate supervision and invite children to independently join in. Shelf space should provide a child an accessible display of manipulatives targeting a wide range of skill levels. Suggested materials include puzzles, parquetry blocks, play dough, number and letter games, and picture card games. Approximately two activities per child maintains an adequate level of selection. This shelf should "feed into" a table and carpeted area for floor play.

3) Whole group: Create a large, preferably carpeted area facing a wall or bulletin board to display instructional materials which might include a calendar, helper chart and weather symbols. Fabric "mats" can be used to indicate each child's place on the floor or chairs can be incorporated.

4) Setting up the Learning centers: Typical centers included in the early childhood environment are a block play area, dramatic play area, trough and science area, large motor area, art area, writing area, and library/listening area. Within learning centers, educational goals are fostered while meeting

children's needs for activity, interaction and decision-making. Center materials are flexible and should be rotated regularly to enhance interest as well as meet the changing needs of children. The following lists provide suggestions of material and arrangement for each.

A) **Block play**: Locate in a large, carpeted area for warmth and noise insulation. Shelves should feed into the play area and traffic should be directed around rather than through the center. Materials include unit blocks, large hollow blocks, toy traffic signs, animal and people figures, and vehicles.

B) **Dramatic play**: Locate in the more active area of the room to allow ample movement and interaction. Create a well-defined space with shelves which open into the area. Materials for a variety of themes might include:

Housekeeping: play stove, refrigerator, mop, broom, dishes, pretend food, dress-up cloths, dolls, telephone.

Restaurant: menus, napkins, placemats, serving tray, tablets and pencils, water pitcher and dishes, pretend food, cash register, telephone.

Grocery store: empty food packages, cash register, tablets and pencils, paper bags, large hollow blocks to create "aisles."

Office: typewriter, telephone, paper, pens and pencils, briefcase, file folders.

Hospital: white shirts, clipboards and "medical charts," stethoscope, bandages, doll "patients."

Camping: tent, backpack, sleeping bags, hiking boots, firewood, flashlight.

School: desks, chalkboard, calendar, paper, crayons, pencils, alphabet cards.

Gas station: trike "cars," boxes and hoses for gas pumps, tools, cash register, paper towels.

Post office: envelopes, rubber stamps, cardboard "mailboxes," mail bags, tablets and pencils.

C) **Trough play:** Locate in a non-carpeted area for easy clean-up. Materials for exploration include water, sand, gravel, cornmeal, confetti, shaving cream, birdseed, beans, bubbles, cornstarch and water mixture. Play materials include measuring cups, funnels, sieves, water wheel, plastic tubing, bottles, dolls and doll clothes to wash.

D) **Science center:** Locate in a sunny area of the classroom with a low table or shelf for material displays to invite interaction. Materials include classroom pets, plants, balance scales, magnets, magnifying glasses, machine parts, planting supplies and a multitude of treasures gathered by the children.

E) **Art center:** Locate in a non-carpeted area of the classroom, preferably near a water source and bulletin board space. Child accessible storage shelves should feed into the area. Hooks should be provided so children can access paint smocks independently. Materials include easels, a large table, scissors, variety of markers, crayons and pencils, assorted colors and shapes of paper, water-color paints, tempera paints, collage materials, paste, glue, tape, 3-dimensional materials such as tissue tubes, small boxes, paint smocks, and a rack or space for drying

pictures.

F) **Library / listening center:** Locate in a quiet area of the classroom. Pillows, rocking chairs, bean bags, etc. can be used to create a cozy feeling. Books should be displayed so that covers can be viewed. Materials include a variety of books (rhyming books, wordless picture books, predictable patterned books, favorite stories, concept books focusing on letters, numbers, colors, shapes, etc., stories with tapes, child-created books, etc.),tape recorder, assorted "trade" books like toy or seed catalogs, and several books which relate to a weekly theme.

G) **Writing center:** Locate near table and chalkboard space if possible. Materials include writing tools (pencils, crayons, markers, pens, chalk, etc.) and a variety of paper (large and small, lined and unlined, cash register tape, homemade blank books, etc.). Other supplies are picture dictionaries, salt boxes for tactile writing experiences, typewriter, computer, homemade "mailbox" to encourage letter writing to friends, envelops, "stamps", etc.

H) **Motor play center:** Locate in a carpeted, open area of classroom. Materials might include a stationary climber and mats, as well as portable items like a balance beam, scooter board, wedges, basketball hoop and sponge balls, bean bag targets, etc.

I) **Outdoor play:** The outdoor play area is usually predesigned for the classroom teacher. Insist upon fenced areas which allow supervision of the entire area from any viewpoint on the playground. Supplement existing, stationary equipment like swings, slides, and sandboxes with movable items to enhance interest and ensure total body development. Suggestions:

1) Gather barrels, boards and large boxes that can be used to create an obstacle course.

2) Add water bottles to the sand play area.

3) Make a bubble blowing mixture using ivory dish soap, glycerin and water. Use children's plastic clothes hangers to blow giant bubbles.

4) Rotate the use of supplemental play items like balls, hula hoops, bean bags, wagons and jump ropes.

5) Tricycles offer practice in balance and bilateral leg use for preschool aged children and should be considered a priority for playground purchases. Simple adaptions with pedal bocks or velcro straps may enable children with poor leg control to ride.

6) Wagons for cooperative play and for providing independent play for children with motoric impairments.

5) Toileting Area: The toileting area should be set up to meet a range of needs including child-sized toilets, potty chairs, and a padded diaper changing area. An accessible hand-washing sink, soap and paper towels will also be necessary. The

toileting area should be available to children as needed throughout the day. It is recommended that each child have a change of clothes available. Several health and safety considerations include:

A) Supervision of the toileting area should be feasible from the classroom; this means avoiding the use of fully closing doors. Low partitions can be used to allow clear supervision as well as respecting the need for privacy.

B) The diapering area should be located so that an adult can keep one hand on the child at all time while still reaching for diapers and other supplies. Disposable diapers and changing table liners are recommended for sanitation reasons. Rubber gloves should be worn and a disinfectant must be used following each use of the area.

Classroom management strategies are also initiated "behind the scenes" in part through careful room arrangement planning. In addition to this "physical communication" of safety boundaries, the teacher must spend some time reflecting upon developmentally appropriate behaviors that should be encouraged in the preschool classroom. In other words, "What are the rules?"

Several classroom arrangement principles can help insure a safe learning environment for young children. They include the following suggestions:

1) Ample space for the number of children anticipated should be provided. A minimum of 50 square feet per child is recommended indoors, while 200 square feet per child is recommended for outdoor play.

2) Classroom flooring should utilize new shock resistant materials and carpeting which produce minimal impact in case of a fall.

3) An adequate number of toys should be provided within each play area. Limit the number of children participating in each play center according to the space and toys available. (i.e., There will be room for 4 children in the block area, but only 2 on the climber.)

4) Avoid creating "runways" in your floor plan. Long, open spaces (like hallways) seem to invite children to run!

5) Utilize low shelving spaces so children can take responsibility for obtaining and returning materials to the greatest degree possible. Use your energy to teach children self management skills rather than spending it all cleaning up after them.

6) Organize material clearly on shelves and avoid toy boxes which tend to mix and lose pieces. Colored tape can be used to define one space on a shelf for each toy. Clear presentation will invite involvement and reduce frustration as children play.

7) Rotate centers and materials according to interest. A toy that "got old" during fall quarter can seem new and exciting when offered again in the spring.

8) Plan for ease of supervision in your classroom. Be sure

that you can see over dividers and keep all children within your line of vision.

9) Provide child safety covers for all electrical outlets.

10) Store materials for teacher use (i.e., permanent markers, disinfectant) out of reach and out of sight.

The rules that exist in any classroom will be unique to each individual teacher. When developing your own standards, keep the following thoughts in mind:

1) Young children have a developmental need to move around and interact with their environment. They need to touch, move and talk about their world. Your classroom guidelines should take these needs into consideration.

2) Teachers have needs within the classroom, too. Keeping developmental needs in mind, the teacher must identify his/her tolerance levels in order to avoid frustration. If you know that excess noise bothers you, work to insure that the noisy play remains within a reasonable level. Praise children for using "indoor voices", end learning center time early (if need be) to extend outdoor play time or redirect a noisy play theme. When steps are taken to make positive interventions, the mood of the entire day will be more positive.

3) State rules positively for children: "We walk in school." "When you put the legos away, then you can get out the peg board." "Keep the water in the trough." Remember to state and demonstrate rules for children. Use behavior-specific praise to help children understand what you mean by an "indoor voice":

"Wow, Tom! You are using an indoor voice in the library today. That makes it easy for all of us to hear each other."

4) Provide reasons when introducing the rules: "We walk because there are a lot of people and shelves in our school. We'll be safer if we walk." With practice, this idea will then generalize to the "real world", i.e., the grocery store which is also full of people and shelves.

5) It helps all classroom personnel if you post classroom guidelines to insure consistency among team members.

Summary

The physical setting of any classroom has a tremendous impact on the learning and behavior of the children who are part of the class. Creating an effective environment for a special education preschool classroom requires much thought and planning. The individual needs/goals of each child, as well as those of the class as a whole should be considered. With careful attention to the planning and arrangement that takes place before the children arrive, a dynamic and exciting environment for learning is ensured.

Organizing The Special Preschool

APPENDIX

Permission to copy CO-TEACH forms granted by the Division of Educational Research and Service, University of Montana, 1990.

What Needs to be Done before School Starts?

Checklist

3 months prior

_____Inventory materials. Check off existing resources using materials list (pages 4-7).

_____Order materials. Determine items essential for purchase and submit purchase orders.

_____Gather materials. Identify a storage space. Begin gathering and sorting materials.

1 month prior

_____Send Preschool Information Sheet (Appendix, page 31) and Philosophy Statement (Appendix, page 29) to each family.

_____Check on status of purchase orders. Follow up if need be.

2 weeks prior

_____Send letter of introduction (Appendix, page 39) to each enrolled child.

_____Schedule parent/child classroom visit for each family during the week before school begins.

1 week prior

_____Arrange classroom. (Refer to guidelines, pages 15-19). Choose 4 or 5 centers to begin the year - usually dramatic play, blocks, art area, library and trough play are appropriate for the

start of the school year. Plan to add/change as you observe children's interests growing and changing. You will also need a social play area, a whole group meeting area and a location for snack.

_____Complete lesson plans for week one and prepare a newsletter for that week to share with each family during their visit.

_____Hold family/child visits. Ask parents to complete medical forms, emergency information sheet and the child information survey (Appendix, pages 33-38) during their visit while you play with and get to know the child.

_____Develop staffing schedules, daily schedule and parent helper schedule. Post on entry bulletin board.

_____Post guidelines around your classroom to assist all children and team members in becoming accustomed to the classroom and routine.

Play Dough Recipes

Play dough: (This one requires cooking, but lasts for months when stored in an air tight container.)

1 cup flour (add dry coloring to the flour)

1 cup water (with coloring added if you are using food coloring)

1/2 cup salt

1 tablespoon vegetable oil

1 teaspoon cream of tarter

Stir all ingredients together. Cook over medium heat until mixture is stiff and forms a ball or gathers together in the pot; this process does not take long (its like a cream puff dough), but you must stir constantly to prevent scorching. Knead with hands until smooth. Store in an air tight container.

Salt dough: (This one bakes better and the children can help make it.)

1 cup flour

1/2 cup salt

1/2 cup water (add food coloring with water)

Mix above ingredients together. Knead until smooth. Bake creations in a slow oven. This dough will crumble if items are too thick.

Blank Books

ENCOURAGE CHILDREN'S INTEREST IN WRITING BY CREATING A VARIETY OF SHAPES AND SIZES OF BLANK BOOKS. THE ADULT CAN TAKE DICTATION OR THE CHILD CAN "WRITE" ACCORDING TO HIS/HER DEVELOPMENTAL LEVEL.

SHAPE BOOKS: CUT OUT SEVERAL PAGES OF THE SAME SHAPE & STAPLE TOGETHER

BASIC BOOKS: MAKE LARGE & SMALL BLANK BOOKS. USE WALLPAPER SCRAPS TO CREATE COVERS.

HOLE PUNCH & YARN TIES

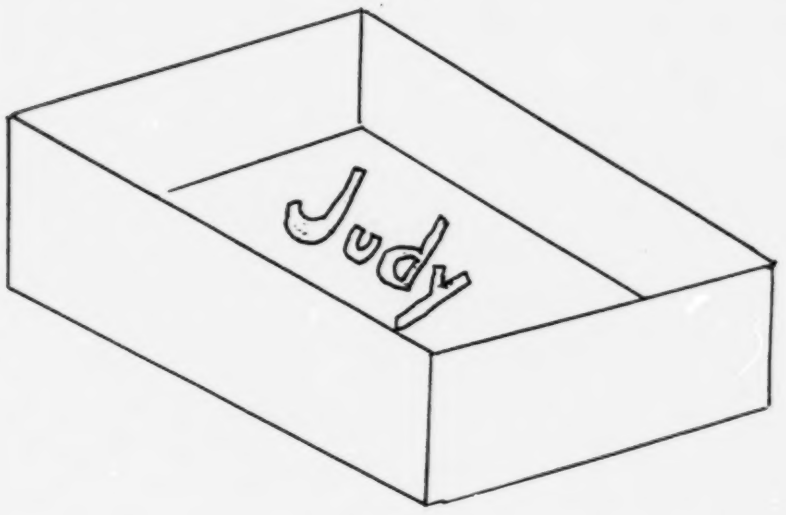
ACCORDIAN FOLDS

CHILD created: Provide materials and let children create! (hole punch, wallpaper, yarn etc.)

Permission to copy CO-TEACH forms granted by the Division of Educational Research and Service, University of Montana, 1990.

Salt boxes

Gather several sturdy, flat boxes with lids. Color regular table salt with powdered tempra. Cover the bottom of each box with the colored salt to create a tactile writing surface. Just shake the box to "erase."



Permission to copy CO-TEACH forms granted by the Division of Educational Research and Service, University of Montana, 1990.

Philosophy Statement

To the families of students enrolled in our preschool:

Welcome to our preschool!

We want you to feel as much a part of our program as your child(ren) soon will, and hope you will participate in our classroom as often and as fully as your time will allow. We believe the most important teacher your child will ever have is you, and we cannot stress strongly enough our need for your help in making this school year a wonderful learning experience and a happy memory for your child.

Our program goals are carefully designed to meet the developmental needs of pre-schoolers, including activities which will help them increase skills in the major developmental areas: large and small muscle skills, cognitive skills, verbal and social skills, and self-help skills. Through positive encouragement to question, explore and experiment with a variety of materials and ideas, we strive to enhance their view of the world and themselves on a daily basis.

We believe in offering an exciting preschool program which is designed to provoke curiosity, encourage preschoolers to ask questions about themselves and the world, promote creative problem-solving, and provide a safe place where they are reinforced for having the unique qualities each individual child brings to the group setting.

"Pre-academic" learning encompasses a wide variety of experiences, including developmental steps to proficiency which sometimes seem unrelated to the ultimate goals of mastery. Just as walking come before running and skipping in the stages of physical development, learning to play games such as putting things in the right order or games which require matching are necessary steps in learning to read. Beyond the specific one-to-one teaching we will do to master these skills, we feel strongly that the best preparation for our children's "tomorrow" is a successful and stimulating "today." When they feel confident in their own abilities to express themselves; when they feel good about who they are and enjoy the unique differences in others, we believe their educational futures will be assured.

Child management techniques used at our preschool will focus on teaching the children appropriate behaviors in the school setting and providing ample praise for their efforts. Corporal punishment (physical punishment) is in direct opposition to the philosophy of our program and is forbidden by policy.

We invite you to be clear with us about you expectations for your child. Do not hesitate to share your fears, your reservations, your goals and dreams. You've just spent a number of years of your life with these small people, and no one can

help us give them what they need better than you can. When we work together, we can guarantee that their first experience with school will be a positive beginning which will influence the rest of their lives.

Sincerely,

Preschool Special Education Teacher

Preschool Information Sheet
(example)

Dear Families,

This letter is intended to provide you with additional information about our preschool.

Our staff and working hours are:

Ella Rae Olsen, Administrative Assistant and Co-director (8:00-1:00)

Louise Jones, Supervising Teacher, Morning Session (8:45-11:15)

Susan Harper-Whalen, Co-director and Supervising Teacher, Afternoon Session (12:45-3:15)

Our schedule for Fall Quarter, 1990:

First day of preschool - September 24, 1990

Vacation days during the quarter - October 8, Columbus Day
October 18-19, MEA Convention
November 22-23, Thanksgiving

Last day of preschool for Fall Quarter - December 1, 1990

******During the week of September 10-13 you will be contacted to set up a conference for the week of September 17-20.

General Information and Requests for Your Assistance:

-----Arrival and Departure times: Please wait with your child every morning or afternoon as we greet him/her individually. This allows for a much smoother transition time. Your promptness in picking up your child is also necessary to enable supervising teachers to use their "down time" for planning tomorrow's schedule.

-----Clothing: Given our variable weather, be sure your child is dressed appropriately for outdoor play. Please make sure all clothing is marked with your child's name. We would appreciate your sending a change of clothes for your child which can be kept at preschool. As we often engage in water and outdoor play, we sometimes need dry clothing.

-----Illness: We appreciate notification when your child is kept

home because of illness. Please call the preschool at 243-4262.
-----Observation and Participation: You are free to observe or participate as a classroom assistant at any time. We welcome your presence!

-----Discipline: Child management techniques at our preschool focus on teaching children appropriate behaviors in the school setting and providing ample praise for their efforts. Physical punishment is in direct opposition to the philosophy of our program and is forbidden by policy.

-----Conferences: In addition to the formal Child Study Team meeting and the Individualized Education Plan meeting, we would like to invite your participation in less structured family/teacher conferences (held quarterly) to provide you with information about your child's preschool experience and gather information from you that will help us better serve your child. Also, please feel free to call or request a conference at any time.

-----Party Invitations: Invitations to birthday parties may be given out in class if <u>all</u> children from the same class are invited. However, if only a few are to be invited, please do not bring them to preschool. We can help you be in touch with other parents to issue invitations if you so request.

-----Health guidelines: The following symptoms indicate that your child may need to see a physician or rest at home:

*a fever one degree above normal or higher
*swollen glands in neck, tenderness below the ear, difficulty swallowing
*sore throat, cough, red or inflamed tonsils (please use a flashlight to look for white spots on swollen tonsils, a sign of strep infection)
*eyes which run or are red (conjunctivitis is highly contagious)
*any rash or skin eruption which is draining
*general listlessness, pale or flushed color, "tired eyes"

We thank you for your cooperation and look forward to working with your child and family. Please feel free to call if you have any questions.

Sincerely,

Supervising Teacher

Child Information Survey

Child's Name_____

Nickname_____

Parents' Names_____

Please complete the following form to help us begin to know and understand your child. A "yes" or "no" answer is sufficient for most questions, but feel free to write more if you wish.

Does your child know: His/her name?_____

Address?_____ Phone number?_____

List one or two of you child's favorite books or stories.

1._____

2._____

What is your child's favorite toy?_____

What is your child's favorite game?_____

Which of the following does your child enjoy using regularly:

crayons_____scissors_____blocks_____paints_____

puzzles_____library_____play dough_____puppets___

What are you child's favorite television shows?_____

_____

How much time does your child watch television daily?_____

What special interest areas does your child have that he/she might enjoy exploring in preschool?_____

_____

Who is you child's primary caregiver during the day?_____

_____

Has your child been to preschool before?_____

If your child has brothers and sisters, what are their names?____

_____Ages?_____

Who are you child's favorite playmates?_____

What are their ages?_____
Will any of his/her playmates be starting preschool with your child?_____

Do you have any concerns about how your child gets along with other children?_____

_____

Does your child favor his/her left or right hand?_____

How many hours of sleep does your child usually require?_____

Does he/she take a nap?_____

Is your child afraid of dogs?_____birds?_____insects?_____

thunder?_____the dark?_____other fears?_____

Does your child get dressed by him/herself?_____

Can he/she zip?_____tie?_____button?_____

Does your child have any special talents or skills that he/she would like to share with our class?_____

_____

Do you have any special talents or skills that you would like to share with our class?_____

_____

Please add any information that you feel will help us meet your child's unique needs. Feel free to use as much space as you need.

Emergency Information Sheet

Child's Name_____

Mother's Name_____

Home Phone_____Work Phone_____

Father's Name_____

Home Phone_____Work Phone_____

Emergency Number to be called first (if we can't reach you):_____

Child Care provider (if other than home): Name_____

Address_____Phone_____

Name of physician or clinic_____

Phone number of physician or clinic_____

Name of hospital where child should be taken_____

List any allergies_____

In the event no one can be reached, I give permission for my child_____, to receive necessary emergency treatment.

_____
Signature of Parent or Legal Guardian

_____
Date

STATE OF MONTANA — CERTIFICATE OF IMMUNIZATION

This certificate is part of the pupil's permanent school record as required by Section 20-5-406 of the Montana Code Annotated and shall transfer with that record.

Local health departments and the State Department of Health and Environmental Sciences shall have access to this certificate.

INSTRUCTIONS: This must be completed for school attendance if commencing attendance after August 1, 1980 or an out-of-state transfer student. See reverse side for information concerning exemptions for medical reasons or statement that immunization is contrary to religious or personal beliefs.

PLEASE PRINT CLEARLY

TO BE COMPLETED BY PARENT/GUARDIAN AND/OR PROPER HEALTH AUTHORITY AND SUBMITTED TO APPROPRIATE SCHOOL OFFICIAL UPON CHILD'S ENTRY				
STUDENT'S NAME	BIRTHDATE	SEX	SCHOOL	DATE OF 1st ATTENDANCE
NAME OF PARENT/GUARDIAN	ADDRESS		CITY	TELEPHONE *Home* *Work*

MINIMUM REQUIREMENTS

(1) 4 DOSES OF DTP, DT, OR Td VACCINE, AT LEAST 1 DOSE OF WHICH IS GIVEN AFTER 4th BIRTHDAY. IF A PUPIL IS 7 YEARS OLD OR OLDER AND HAS RECEIVED 2 DOSES OR LESS OF DTP, DT, OR Td VACCINE WHEN COMMENCING ATTENDANCE, A TOTAL OF 3 DOSES WILL MEET MINIMUM REQUIREMENTS. Td VACCINE SHOULD BE GIVEN TO CHILDREN AGE 7 YEARS OR OLDER.*

(2) 3 DOSES OF LIVE, TRIVALENT, ORAL POLIO VACCINE, AT LEAST 1 DOSE OF WHICH IS GIVEN AFTER THE 4th BIRTHDAY.*

(3) 1 DOSE OF LIVE MEASLES VACCINE** GIVEN AFTER THE 1st BIRTHDAY - HISTORY OF DISEASE DIAGNOSED BY PHYSICIAN, A DOSE GIVEN PRIOR TO 1968 IS UNACCEPTABLE, UNLESS IT WAS A LIVE VIRUS VACCINE ADMINISTERED BETWEEN 1966-1968.

(4) 1 DOSE OF LIVE RUBELLA VACCINE** GIVEN AFTER THE 1st BIRTHDAY - HISTORY OF DISEASE NOT ACCEPTABLE. FEMALES WHO HAVE REACHED AGE 12 ARE EXEMPTED FROM THE RUBELLA REQUIREMENT.

* A PERSON COMMENCING ATTENDANCE FOR THE 1st TIME PRIOR TO AUGUST 1, 1980, NEED NOT HAVE RECEIVED A DOSE AFTER HIS 4TH BIRTHDAY.

** IF VACCINES WERE GIVEN IN COMBINATION SUCH AS MEASLES AND RUBELLA (M/R) OR MEASLES, MUMPS, AND RUBELLA (MMR), ENTER THE DATE IN EACH APPROPRIATE BOX.

REQUIRED IMMUNIZATIONS (Enter Month and Year for Each Dose Received)	1	2	3	4	5
DIPHTHERIA-TETANUS-PERTUSSIS (DTP) or DIPHTHERIA-TETANUS (DT) -or- TETANUS-DIPHTHERIA (Td)					
POLIO (ORAL, TRIVALENT, TOPV)					
MEASLES (7-DAY, HARD, RUBEOLA) MONTH, DAY, YEAR					
RUBELLA (3-DAY, GERMAN MEASLES)					
MUMPS (RECOMMENDED, NOT REQUIRED)					

TO THE BEST OF MY KNOWLEDGE, THIS CHILD HAS RECEIVED THE ABOVE IMMUNIZATIONS (Past Immunizations may be validated from acceptable documents).

SIGNED: _____

(Physician, Health Officer, or Designee)

_____ (Date)

FOR SCHOOL USE ONLY						
		EXEMPTIONS				
UNCONDITIONAL ATTENDANCE Date All Requirements Met	CONDITIONAL ATTENDANCE Date Attendance Starts	MEDICAL (Temporary) Date Exemption ENDS	MEDICAL (Permanent) Date	RELIGIOUS (Date)	PERSONAL (Date)

If TRANSFER, date grace period ends (30 days from 1st attendance) _____ (Date)

I CERTIFY this information has been transferred from acceptable documentation.

SIGNED: _____

(School Official)

_____ (Title) _____ (Date)

Form No HES-101 (Revised 1982)

Medication Information

My child _____ needs to be given the following medication during preschool hours:

Name of Medication	Dose	How often/at what time
_____	_____	_____
_____	_____	_____
_____	_____	_____

I give the teacher, _____, or other staff members permission to give this medication to my child.

_____
Parent/Guardian Signature

_____
Date

Sample Letter of Introduction

Dear _____,

My name is Susan. I will be your preschool teacher! We'll have fun at school. We will take turns painting, building with blocks and playing house. Our school has lots of books to read and I like to sing songs.

We'll learn a song about a turtle named "Tiny Tim" because we have a pet turtle in our school! Tiny Tim and I will be happy to see you on the first day of school.

Your teacher,

Susan

P.S. Here is a picture of me so you will know what I look like.

Request for Materials

Dear Parents,

We are gathering materials to create a variety of dramatic play areas. We also need useful "stuff" for preschool projects. We would appreciate your help locating the following items or objects of interest that you could donate to our classroom.

Thank you for your help!

Items Needed for Dramatic Play:

cloth napkins
small tablecloths
plastic water pitchers
"baker" or "chef" hats
aprons
used envelopes
manual typewriter
discarded telephones
file folders
white shirts
ace bandages

Useful "stuff" we need:

buttons
string and yarn
sequins
used giftwrap paper
ribbons
egg cartons
margarine tubs
used greeting cards
coffee cans
tissue rolls
paper towel rolls

Afternoon Preschool

(Sample Schedule)

12:45 - 1:05 Arrival and Social play

Children select activity in social play area

1:05 - 1:25 Whole Group

Complete calendar, helper chart, sing songs, introduce day

1:25 - 2:15 Learning Centers

Children select among teacher arranged play areas including dramatic play, blocks, writing center, easels, art center, trough and motor play

2:15 - 2:30 Outdoor Play

Activities include slides, swings, ball play, tricycles etc.

2:30 - 2:45 Snack

A healthy snack will be provided each day. Children are encouraged to take turns, express needs and socialize

2:45 - 2:50 Story

A variety of story reading formats will be used including storybooks, flannel boards, puppets and role playing

2:50 - 3:00 Social Play and Dismissal

SAMPLE STAFF SCHEDULE

INSTRUCTOR Susan

QUARTER Fall, 1991

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00					
9:00					
10:00					
11:00					
12:00	Susan 12:30	Susan	Susan	Susan	Susan
1:00	Beth (T.A.) 1:00	Beth (TA) 1:00	Beth (T.A.) 1:00	Beth T.A. 1:00	Beth 1:00 T.A.
2:00	Kevin (music) 2:30	Louise (PE) 2:30		Kevin (music)	
3:00	3:30				
4:00					

Sample Parent Helper Schedule

Dear Parents,

You are always welcome in our classroom! Please sign up if you can help out during any of these times or indicate other times that will work for you. Your help is appreciated by our whole team and especially by the children!

Thank You,

Susan

Mondays 12:45-2:00 _____

_____

Other _____

Tuesdays 2:00-3:00 _____

_____

Other _____

Wednesdays _____

_____

Other _____

Thursdays _____

_____

Other _____

Fridays _____

_____

Other _____

VISITOR LOG

Name/Address/ Phone	Interest in CO-TEACH (Parent, Organization, Etc.)	Time In/ Time Out	Date/Comments

Permission to copy CO-TEACH forms granted by the Division of Educational Research and Service, University of Montana, 1990.

Daily Staff Assignments

	Mon.	Tues.	Wed.	Thurs.	Fri.
Greet children as they arrive					
Supervise social play area					
Direct whole group					
Set up learning centers while others are at whole group					
Supervise outdoor play					
Set up snack table while children are outdoors					
Join children for snack					
Read story					
Clean up snack tables during story					
Supervise social play					
Attend locker area during departure					

Permission to copy CO-TEACH forms granted by the Division of Educational Research and Service, University of Montana, 1990.

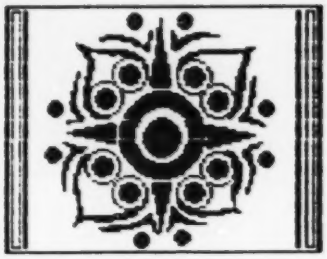
CO-TEACH Program
INCIDENT LOG

Record information relating to accidents, medical emergencies, injuries, unusual and abrupt behavior changes, unexplained bruises, cuts and scratches, as well as other atypical classroom events.

Child's name, event, treatment	Date, time, observer	Additional comments

Permission to copy CO-TEACH forms granted by the Division of Educational Research and Service, University of Montana, 1990.

Wash Your Hands



----ART CENTER----

IN THE ART CENTER CHILDREN LEARN TO SHARE, COMPLETE TASKS AND ENJOY USING SCHOOL MATERIALS LIKE PAPER, SCISSORS, CRAYONS, AND PENCILS. THEY DEVELOP FINE MOTOR SKILLS AND CONCEPTS LIKE COLOR AND SHAPE RECOGNITION.

SUGGESTIONS:

*ENCOURAGE CHILDREN TO PICK OUT AND CLEAN UP MATERIALS INDEPENDENTLY.

*COMMENT ON COLOR, SHAPE, AND DESIGN, BUT AVOID ASKING "WHAT IS IT?"

*RECORD STORIES THE CHILDREN TELL ABOUT THEIR PROJECTS.

SAMPLE FLOOR PLAN